EDUC 460.01 S01: Specialization I (Early Childhood)
Winter 2023

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Email</th>
<th>Class Dates/Times</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>S01</td>
<td>Joy de Nance</td>
<td><a href="mailto:joy.denance2@ucalgary.ca">joy.denance2@ucalgary.ca</a></td>
<td>M/F from 14:00-15:50</td>
<td>SS012 – Basement of Social Sciences</td>
</tr>
</tbody>
</table>

Start of Classes: January 9, 2023
End of Classes: March 10, 2023
Term Break: February 19-25, 2023

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment (I am available by email anytime)

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

Course Description:
The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Early Childhood Education. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

Extended Course Description:
Early Learning theories and approaches, as they connect to practical classroom experiences will be explored through consideration of foundational early learning programs and approaches, the investigation of Alberta Education's guiding curriculum documents, the design of learning and assessment plans, and the analysis of teaching/learning resources. Topics in teaching and learning will focus on developmentally and individually appropriate early childhood practice, including the place of inquiry-based learning, the importance and value of on-going formative assessment, the importance of curriculum diversification to meet the needs of all young learners, suggestions for effective classroom management practices and the identification of quality classroom materials and resources. Assignments will provide the opportunity for students to develop an understanding of short-term instructional design and to examine curriculum shifts in the province, as indicated in Alberta Education's recent curriculum redesign documents.
**LEARNER OUTCOMES:**

Over the course of the semester, students will:

1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.

2) Understand teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.

3) Explore and apply introductory theory related to the teaching of the discipline with an emphasis on: designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.

4) Successfully design short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

**RESOURCES:** This suggested list is to add to your collection of resources as you move forward in your journey to becoming ECE educators, but not required for this course. Some will be referenced in class and will be on the required reading list for that week.

Alberta Government (n.d.). Supporting English language learners. [https://www.learnalberta.ca/content/eslapb/i_can.html](https://www.learnalberta.ca/content/eslapb/i_can.html)


https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991013820139704336


All the required readings are specified in the following course schedule. Please see below, Tentative Schedule of Weekly Topics and Readings.

**LEARNING TASKS OVERVIEW**

<table>
<thead>
<tr>
<th>LEARNING TASK</th>
<th>GROUP / INDIVIDUAL</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT1: Analysis of a Lesson and Assessment Plan</td>
<td>Group</td>
<td>30%</td>
<td>January 30, 2023</td>
</tr>
<tr>
<td>LT2: Creation of Short-term Learning and Assessment Plan</td>
<td>Individual</td>
<td>40%</td>
<td>March 6, 2023</td>
</tr>
<tr>
<td>LT3: Conceptual Understanding of “ECE”</td>
<td>Individual</td>
<td>30%</td>
<td>March 10, 2023</td>
</tr>
</tbody>
</table>
LT1: Analysis of a Learning Design and Assessment Plan (worth 30%) Due: January 30, 2023

For this assignment, students will work in small groups to analyze inquiry-based learning design and associated assessment plans that have been published, found online, or experienced in practice. It is recommended that you locate an inquiry-based learning design that contains at least 3-4 related lessons/learning activities, and associated assessment plans - one that covers at least two disciplines (e.g., mathematics and science or social studies and language and literacy).

The following sites would be helpful in locating possible lesson and assessment plans (available on D2L), in addition to our course readings:

- OISE/University of Toronto Inquiry-based Lesson Plans for the Early Years [https://wordpress.oise.utoronto.ca/robertson/inquiry/](https://wordpress.oise.utoronto.ca/robertson/inquiry/)
- Food Share Lesson Plans: [https://foodshare.net/program/educator/](https://foodshare.net/program/educator/)
- Learn Alberta First Nations, Métis, and Inuit perspectives to Lesson Plans [http://www.learnalberta.ca/content/fnmilp/index.html](http://www.learnalberta.ca/content/fnmilp/index.html)
- Galileo Site [http://galileo.org](http://galileo.org)
- Alberta Assessment Consortium (username – teachers, password - master) [https://aac.ab.ca](https://aac.ab.ca)
- Doucette Library Lesson Planning Guides. [https://libguides.ucalgary.ca/guides/lesson_planning_resources](https://libguides.ucalgary.ca/guides/lesson_planning_resources)

The purpose will be to foster professional learning conversations in order to build knowledge about the features of a well-designed, inquiry-based lesson and assessment plan appropriate at the Early Childhood level, and to provide helpful and supportive suggestions to strengthen the designs selected by their peers.

Students will provide a critical review of the learning design and assessment plan, by addressing each of the following aspects of Unit and Lesson Plan templates (“the design template”) adapted from Wiggins, G. (2005). Overview of Understanding by Design and developed by members of University of Calgary’s Werklund School of Education:

1. Program of Studies Foundations
   What program foundations form the emphasis of the unit? What big ideas from the programs of studies are included?

2. Essential Question
   What is the big, overarching question guiding the unit plan?

3. Unit Plan Outcomes
   What are the Program of Studies general outcomes and specific competencies that would be covered in the unit? What would students understand, be able to do, be able to apply?

4. Unit Plan Resources
   What resources would be required? Were there be guest speakers/field trips to plan for? Would you need particular resources/materials/technologies
5. Unit Plan Summative Assessment
   What will you accept as evidence that learning has occurred at the conclusion of this unit of learning?

6. Lesson Plan Sequence/Outcomes
   For each lesson in the unit, consider the primary topic/activities, outcome and assessment. Does each lesson build on the next? What events will help students engage with explore, explain, elaborate on and evaluate the big idea in the unit? How will you help guide students to reflect, rethink and refine their work/ideas/understandings? How will you help students to exhibit and self-evaluate their developing skills/knowledge/understandings?

7. Recommendations:
   What suggestions do you have to strengthen the learning design?

In addition, please consider:

8. Theory:
   What are the underpinning implicit or explicit theories of learning? Was diversity in learning addressed?

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**Criteria For Assessment of Learning Task 1**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ACCOMPLISHED (A- to A+)</th>
<th>DEVELOPING (B- to B+)</th>
<th>BEGINNING (C+ or less)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Learning Design and Assessment Plans</td>
<td>All the above 8 points are addressed in a thorough, detailed and well-supported critique of lesson and assessment plans.</td>
<td>Some or all of the 8 points are addressed in a descriptive critique of the lesson plan.</td>
<td>Some of the 8 points from are missing or incomplete or addressed in a cursory manner.</td>
</tr>
<tr>
<td>Grounding and pairing with theory - makes connections to theories of learning and Programs of Study, explains the connections</td>
<td>Analysis is grounded and paired with theories, makes multiple connections to the literature, is highly effective, and well-explained.</td>
<td>Analysis is grounded and paired with theories, makes one or two connections to the literature, is usually effective, and well-explained.</td>
<td>Connections to theory and/or explanations are missing or incomplete or made in a cursory manner.</td>
</tr>
<tr>
<td>Presentation of ideas APA 7 format, reference list, attention to spelling and grammar</td>
<td>Method of presentation is effective, well organized, clear, and concise.</td>
<td>Method of presentation is informative, and well organized.</td>
<td>Presentation is reasonably informative but lacking in organization.</td>
</tr>
</tbody>
</table>
LT2: Creation of Short-term Learning and Assessment Plan (worth 40%) Due: March 6, 2023

Based on some of the work done in LT1, students will individually create a short-term learning and assessment plan. In this final assignment, you will be asked to prepare a connected series of 3 lesson plans that incorporate significant concepts relevant to young children (Kindergarten to Grade 3 level). Your plans should incorporate at least two curricular areas as identified in the Alberta Education’s Programs of study and/or Alberta Education’s Kindergarten Program Statement. To this end you are asked to record on or adjacent to the lesson plan (the annotation), the reasons for the teaching and learning choices you made, how this lesson plan fits into a broader context of a unit that meets the learning outcomes outlined in the appropriate Programs of Study or Kindergarten Program Statement, and the intended results of creating the lesson as you have indicated.

The following elements are required for each lesson in the short-term planning unit:

- A thorough plan on a lesson plan template of your choice (see D2L for an example), that succinctly illustrates your vision for the lessons, and highlights the comprehensive vision you have to ensure student learning as guided by the learner outcomes. Learner outcomes should be identified within Alberta Education’s Program of Studies/Kindergarten Program Statement. Your plan must include (although is not limited to) the following: learning intention for the lesson (Students will be able to…), a logical sequence of events, (teacher does, students do), possible questions to be asked, possible responses, options for inclusion/differentiation and specific materials and resources. Each lesson should include one selection of children’s literature. Make sure there is enough detail for me to fully understand how each activity will be conducted.

- Examples of on-going formative assessment that align with, and support, student learning

- Annotations to the lesson plan. Within, or parallel to the lesson plan, you are asked to identify the choices you made by providing evidence of your knowledge of:
  - How young learners learn
  - Theories and philosophies appropriate to early childhood education
  - Effective and appropriate assessment strategies
  - Learning outcomes identified in Alberta Education’s Program of Studies/Kindergarten Program Statement
  - References to your sources and readings

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ACCOMPLISHED (A- TO A+)</th>
<th>DEVELOPING (B- to B+)</th>
<th>BEGINNING (C+ or less)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESIGN</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Curricular Outcomes</td>
<td>Appropriate links to Program of Studies (POS) for chosen level; clear understanding of curricular outcomes as expressed in POS</td>
<td>Some links to POS for chosen level are clear and appropriate; some POS curricular outcomes are represented in lesson plan</td>
<td>Links to POS for chosen level not clear or appropriate; curricular outcomes present but not clearly articulated</td>
</tr>
<tr>
<td>Instructional Delivery</td>
<td>Plan well informed by disciplinary knowledge; lessons are highly engaging and inquiry-based</td>
<td>Good evidence of carryover of disciplinary knowledge to lesson plan; lessons are engaging and</td>
<td>Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is inquiry-</td>
</tr>
</tbody>
</table>

6
<table>
<thead>
<tr>
<th>Deep Understanding</th>
<th>Lesson design is highly effective for encouraging deep understanding of content objectives by students. Includes options for inclusion/differentiation.</th>
<th>Lesson design provides good opportunities to encourage deep understanding by students. Some effort to include options for differentiation/inclusion.</th>
<th>Lesson design shows awareness of importance of encouraging deep understanding by students but not effective in achieving that understanding. No attempt to differentiate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT</td>
<td>Appropriate assessments are clearly integrated into lesson; clearly communicates to students how individual tasks fit in. Uses a variety of effective formative assessments to inform instructional decisions and to improve practice; strong statement of how assessment will improve practice.</td>
<td>Good effort to integrate appropriate and effective assessments; Shows some variety in choices for formative assessment – most are effective; clear statement of how assessments will improve practice.</td>
<td>Some attempt made to include appropriate assessment opportunities; shows lack of understanding of what constitutes effective assessment; no communication to students of how to situate their work. Formative assessment options are limited and not particularly effective; does not address how assessment will lead to improved practice.</td>
</tr>
<tr>
<td>ANNOTATIONS: the “WHY”</td>
<td>Annotations display a sophisticated understanding/analysis of the role of planning in the teacher-student relationship. The annotated lesson plan is written clearly and stands as a superior example free of errors.</td>
<td>Annotations show a competent understanding, of the role of planning in the teacher-student relationship. The annotated lesson plan is well written and easily understood.</td>
<td>The annotated lesson plan is clear although minor errors are present which do not significantly compromise the overall quality.</td>
</tr>
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LT3: Emergent Conceptual Understanding of Early Childhood Education: (worth 30%) Due: March 10, 2023
MULTIMODAL RESPONSE TO: Projects will be shared with the class as a gallery walk on the last day – March 10.

Throughout the course you will have had ongoing opportunities to apply key insights and concepts from course texts and resources towards the development of your work in Learning Tasks 1 and 2.

In this assignment, you have the opportunity to demonstrate your engagement with the various ideas, insights, and processes within the field and praxis of early childhood education presented in the course. What are the foundational beliefs and understandings that guide programming in Early Childhood Education? What is the nature of young learners? How do they learn? What is considered age-appropriate practice? How do we best program to meet their needs? What types of resources and materials best provide rich learning opportunities? What is the value of “centres” and play in early childhood programming? How do you provide authentic play experiences, rich learning and deep understanding?

The purpose of the assignment is for you to respond to these questions as a way of reflecting thoughtfully on the pedagogical content knowledge and best practice in Early Childhood Education. Your response may take a number of forms. It could be an illustrated story, a newsletter, a brochure, PowerPoint or google slide show, jam board, poster, a short video (5 minutes), a podcast, etc. While you are welcome and encouraged to collaborate with classmates to form your opinions and seek understanding, you must fashion a personal response that provides evidence of your understanding of young learners, their learning needs and instructional approaches that support those needs. Include the beginning of a compilation of engaging activities, materials, storybooks, and resource books that you feel would be foundational in an Early Childhood classroom; a valuable list you will continue to add to over time. This assignment should draw from the curriculum documents, class work and readings from this course.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ACCOMPLISHED (A- to A+)</th>
<th>DEVELOPING (B- to B+)</th>
<th>BEGINNING (C+ or less)</th>
</tr>
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<tbody>
<tr>
<td>Knowledge of the nature of young learners and their learning needs</td>
<td>Presents a clear, thoughtful understanding/representation of the uniqueness, diversity, learning strengths and learning needs of young children. Understanding is supported by reference to a variety of readings, learning theories and personal experiences.</td>
<td>Provides a basic understanding/representation of some of the qualities of young learners and their learning needs. Understanding is supported by reference to a few readings, learning theories and personal experiences.</td>
<td>Provides a limited understanding/representation of the qualities of young learners and their learning needs. Reference to readings, learning theories and personal experiences to support understanding is limited.</td>
</tr>
<tr>
<td>Knowledge of concepts and theories that guide ECE curriculum development</td>
<td>Provides a clear, detailed description of at least five principles, theories and approaches that guide appropriate curriculum design for young learners. Understanding is supported by reference to a variety of readings, learning theories and personal experiences.</td>
<td>Provides a description of some of the principles, theories and approaches that guide appropriate curriculum design for young learners. Understanding is supported by some readings, learning theories and personal experiences. Descriptions are more superficial.</td>
<td>Provides a limited description of the principles, theories and approaches that guide appropriate curriculum design for young learners. Reference to readings, learning theories and personal experiences to support understanding is surface level without deep thought or conviction.</td>
</tr>
<tr>
<td>Knowledge of sound ECE classroom practice</td>
<td>Provides at least 5 thoughtful, practical examples of appropriate ECE classroom practices that foster a positive classroom community, optimize learning, ensure a climate of trust and encourage risk taking. Understanding is supported by reference to a variety of readings, learning theories and personal experiences.</td>
<td>Provides up to 3 examples of appropriate ECE Classroom practice that address some aspects of a positive classroom community. Understanding is supported by reference to some readings, learning theories and personal experiences.</td>
<td>Provides only a 1 or 2 examples of appropriate ECE classroom practice that address aspects of a positive classroom community. Reference to readings, learning theories and personal experiences to support understanding is very limited.</td>
</tr>
<tr>
<td>Appropriate and effective modes of expression - APA 7 formatting for written references, attention to spelling and grammar</td>
<td>Mode of expression is informative, clear, accurate, visually appealing and concise.</td>
<td>Mode of expression is effective, but lacks clarity.</td>
<td>Mode of expression is minimally effective.</td>
</tr>
</tbody>
</table>

**Tentative Weekly Course Schedule**

**Changes to Schedule:**
Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

<table>
<thead>
<tr>
<th>Weeks, Topics, Deadlines, and Readings</th>
</tr>
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</table>
| **Week 1 (Jan 9-13, 2023): Pedagogy in the Early Years**  
Welcome  
Explanation of Learning Tasks for the term |

**Required Readings:**


Key elements of the Reggio Emilia Approach. [https://www.thecompassschool.com/blog/key-elements-reggio-emilia-approach/](https://www.thecompassschool.com/blog/key-elements-reggio-emilia-approach/)


[https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1218823/let-the-children-play/1771900/](https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1218823/let-the-children-play/1771900/)

Documents we will reference in class:


**Week 2 (Jan 16-20, 2023): Theories of Play and Learning in the Early Years**

Focus on ECE theorists and approaches: Jigsaw online partner work in class to analyze Jean Piaget, Lev Vygotsky, John Dewey, Jerome Bruner, Erik Erikson, Urie Bronfenbrenner, Howard Gardner, Maria Montessori, Fredrich Froebel

Required Readings:


Everyone reads 169-170 (Rationale). The rest will be read in groups and shared in class. Pg. 171-218
Week 3 (Jan 23-27, 2023): Lesson Design

Required Readings:


In class we will review:

What is Bloom’s Digital Taxonomy? Updated for the 21st century learner https://www.youtube.com/watch?v=fqqTBwEIPzU


What is Inquiry?

Choosing topics:


What is Provocation? https://www.thecompassschool.com/blog/what-is-provocation/

What is a provocation: Bring an object or a photo to class that could be used as a provocation for learning. Be prepared to share how it could be used to facilitate learning.

What can play based learning look like in grade 1-3? Knowledge begins with wonder.

Lesson plan template will be available on D2L
Week 4 (Jan 30- Feb 3, 2023): Fostering Literacy Learning in the Early Years

Required Readings:

REACH Workshop Series: Emergent Writing
https://www.youtube.com/watch?v=CRpHqksGSkY
Peggy Semingson, Phonological awareness, phonemic awareness, and phonics.
https://www.youtube.com/watch?v=McJldIFlpC8&t=518s

Video 15: Phonemes linked to letters
https://www.youtube.com/watch?v=6wjU03hjOvs

Powerpoint by J de Nance- journal writing, message boards for K-3, read alouds

Chapter 5 Teacher, I hurt my Arm Knee!: Oral Language, Phonological Awareness, and Vocabulary Development from Lori Jamison Rog’s Read, Write, Play and Learn (2011) pages 47-58
Posted on Leganto Reading List on D2L.

Posted on Leganto Reading List in D2L.


Group reading and analysis: The top 5 ideas from each article others should know


Friday’s class: A selection of picture books will be available. Your task will be to find the curriculum outcome(s) that align and a list of 5 questions you could use with students as you read this book.

LT1 Due – January 30, 2023
Week 5 (Feb 6-10, 2023): Fostering Mathematical Learning in the Early Years

Required Readings:


Jigsaw Reading (You will choose the following a) or b))


[https://prism.ucalgary.ca/bitstream/handle/1880/111252/ECE%20article%202019.pdf?sequence=1&isAllowed=y](https://prism.ucalgary.ca/bitstream/handle/1880/111252/ECE%20article%202019.pdf?sequence=1&isallowed=y)

Powerpoint by J de Nance

Using mathematical manipulatives: soft entry and more


Friday afternoon: Choose from a selection of math related picture books, link the relevant curriculum outcome-suggest a math related journal entry or task that could arise from the book to be shared in class
Week 6 (Feb 13-17, 2023): Pedagogy of Listening and Assessment for Learning

Required Readings:


**E-book license permits only one online user at a time; per day, a user may save/print to PDF (for offline access) up to 132 pages**

We will watch these in class:

Documentation

- [https://www.youtube.com/watch?v=me46lbQKG5U](https://www.youtube.com/watch?v=me46lbQKG5U)
- Harvard Project Zero: See think wonder [https://www.youtube.com/watch?v=TKZiGWjLCI](https://www.youtube.com/watch?v=TKZiGWjLCI)

Discipline-based Inquiry Assessment and Rubrics (from Galileo.org):

- [https://galileo.org/earlylearning/professionals/assessment/](https://galileo.org/earlylearning/professionals/assessment/)
- [https://galileo.org/earlylearning/professionals/designing-rubrics/](https://galileo.org/earlylearning/professionals/designing-rubrics/)


Jigsaw read in table groups


Powerpoint J de Nance- assessment, anecdotal records
February 19-25, 2023: Reading Week/Family Day No classes

Week 7 (Feb 27 - Mar 3, 2023): Diversity and Social Justice in the Early Years

Required Readings:
McAuley, S. (2018). *Culturally relevant and responsive pedagogy in the early years: It's never too early!*

Anti-bias lessons help preschoolers hold up a mirror to diversity.
https://www.youtube.com/watch?v=s3iM7ylHde0

Derman-Sparks, L. Guide for selecting anti-bias children’s books.
https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/


Embedding culture in practice for kindergarten teaching and learning.
https://www.youtube.com/watch?v=SJ_Ra8MnFe8

Land Acknowledgment from Calgary Public Library
https://www.youtube.com/watch?v=9Jqskc3man4

The word indigenous-explained: CBC Kids News
https://www.youtube.com/watch?v=CISeEFTsgDA

Choose from a selection of children’s literature and analyze for anti-bias
Discussion: How do you plan to incorporate culturally relevant and responsive pedagogy into your future classroom.

| LT2 Due – March 6, 2023 |

Week 8 (Mar 6-10, 2023): Synthesizing Our Learning

Finishing up as needed
Sharing of Multimodal assignments- Gallery walk or viewing
Bring a favourite children’s literature book to share and add to our list of resources.
Interdisciplinary tasks: Creating multiple activities
As you go into practicum: Suggestions and Questions from transitions to classroom management

| LT3 Due – March 10, 2023 |
Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- **The Importance of Attendance and Participation in Every Class**

  As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- **Engagement in Class Discussion and Inquiry**

  Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

### Expectations for Writing

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

### Late Submissions

All late submissions of assignments must be discussed with the instructor prior to the due date. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

### Issues with Group Tasks

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.
GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Value</th>
<th>%</th>
<th>Description per U of C Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td>Excellent - Superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-74</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55-59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>52-54</td>
<td>Minimal pass - Marginal performance</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-51</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>49 and lower</td>
<td>Fail - Unsatisfactory performance</td>
</tr>
</tbody>
</table>

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html
The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors’ office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the academic year is Kevin Dang, esa@ucalgary.ca.

Werklund SU Representative is Dhwani Joshi, educrep@su.ucalgary.ca.